

# 2020

## ANNUAL SCHOOL REPORT



### Sacred Heart Catholic Primary School

15 Church Street, COOLAH 2843

Principal: Mrs Camille da Silva Tavares

Web: <http://www.sacredheartcoolah.catholic.edu.au>

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## About this report

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Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

The Sacred Heart community began the year 2020 full of hope for the school year and although many parts of the year did not happen as planned, I am so pleased with the progress that we made throughout the year. Our school refocussed on providing targeted learning to all students in our school with a focus on providing opportunities for challenge and creating high expectations within the classrooms and across the school.

We refurbished our classrooms, providing more contemporary and flexible spaces for our learning and using student survey data we worked towards improving the outdoor spaces in our school with the addition of our school farm.

2020 was a year full of challenges but also a wonderful opportunity for reflection, evaluation and a time of renewal. Looking forward, we are hopeful that this renewed focus on learning and innovation can be shared with our families in 2021.

### Parent Body Message

How impressive the staff and leadership of Sacred Heart have been throughout the year. Their efforts particularly with online learning during lockdown was remarkable and the students truly are blessed to be part of this school community.

The leadership have fostered a culture of inclusion and kindness, one that provides such a safe space for a very diverse bunch of individuals, this is what we love about Sacred Heart, it is quite unique.

### Student Body Message

Sacred Heart is a special place because the teachers make sure that we all learn. Sometimes they give us work that is difficult but they always help us with it and they make sure that we don't give up.

This year we had to miss out on some special things but the teachers made sure that we still had fun. We had a special school celebration day, a sports day and we even started up a school farm.

When we had to learn from home the teachers Zoomed with us and taught us our English and Maths. They really made sure that we didn't miss out on too much work and also made sure that they helped us so that our parents could keep doing their work.

I will miss Sacred Heart because it is a place that feels like home.

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## School Features

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Sacred Heart was established in 1921 by the Sisters of St Joseph and while the school is no longer staffed with religious, we still celebrate its founding charism with a strong emphasis on community service and active witness. A strong sense of community permeates throughout the school with a focus on family centred traditions and a close affiliation with the local community and the Parish of Sacred Heart. A highlight of the school year has long been the Mission Stalls that are run by students with the money raised donated to the works of Catholic Mission.

Although many events this year were moved online or happened on a smaller scale, it was delightful to see the lived tradition of our faith and the spirit of our students. A highlight of our school year usually includes the participation in athletics, swimming, football and cross country along with many other gala days and sporting events. Although our school is small in size, our students are offered extensive opportunities to become involved with neighbouring schools in the community and across the diocese. This year we recommitted to the Christian Living Camp for our Year 6 students and provided a formation day for our Year 5 students around servant leadership.

A master plan for the school developed by our staff has seen the reallocation of classroom spaces to ensure flexibility and the best use of these areas for student learning. The library area has been transformed into the K12 room with excess office areas repurposed as breakout rooms for Year 1 and Year 2 literacy and numeracy groups. This change has allowed for all infants related groups to be within easy distance so that students no longer have to spend extra time in transit between lessons. The new K12 space also allows for a nearby toilet for students in the early years and a space for much needed activities such as a designated gross motor/movement area.

Students in the Primary classes will now be based in the main classroom areas with the existing K12 room allocated for Creative Arts. The current 3/4 room will double as a library and learning space for Primary literacy and numeracy groups. The current 5/6 and RFF rooms will also be used for literacy and numeracy groups along with a home base for primary students.

Our school hall (the old church) has been cleared out, the floor boards refurbished and it has been repainted. Quotes are now being organised for a portable stage to be built and possibly sound boards for the interior walls. Our hope is that this space will be used as a student performance space along with a meeting place for school/parent gatherings and eventually may be accessed by the local community.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
8	14	2	22

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has established an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#)

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 91.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
80.60	94.20	94.60	96.10	95.20	88.50	92.90

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	13
Number of full time teaching staff	2
Number of part time teaching staff	11
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- Conditional teachers 36
- Provisional teachers 50
- Proficient teachers 857
- Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing Professional Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of three of these professional learning days.



## Summary of professional learning at this school

Throughout the year our school's professional learning has centred around the implementation of school wide positive behaviours for learning with an emphasis on creating positive environments for students. Our staff have learnt about setting clear expectations and consistent routines for students and we have spent time collaborating on a school wide document that details this consistent approach across the school.

Our staff have also received professional learning around self regulation with our school counsellor and 3/4 teacher presenting a session which focussed on understanding the needs of each student in our care.

Throughout our weekly staff meetings our teachers have begun analysing student data to plan for future learning and to measure levels of growth. Staff now collaborate as a team to determine how they can provide at each students' point of need throughout the school year.

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## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

The students of Sacred Heart are highly regarded in the community for their active witness. Students participate in weekly parish Masses and through the school's Year 6 leadership team all students contribute ideas for providing outreach in our local community. This year students participated in a letter writing campaign thanking those who have provided them with support throughout a challenging year.

First Reconciliation, First Holy Communion and Confirmation were offered to students with two students also receiving the gift of Baptism after preparation through the school and parish.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

We have taken the time this year to overhaul our teaching and learning processes in literacy and numeracy. Students have been taught based on their point of need with the aim to produce at least one years worth of growth for all students regardless of their academic standing.

Students in K12 are provided with explicit phonics lessons each day along with explicit grammar and punctuation lessons. Students who require further instruction in these two areas are provided with targeted learning during our school wide intervention time each morning. Our morning intervention time allows for targeted instruction for students requiring support and a chance for enrichment for students who have mastered the foundational knowledge and skills.

While our mornings are dedicated to building strong foundational skills in literacy and numeracy, students have also had the opportunity to participate in inquiry based learning throughout their Science and History units.

Kindergarten students complete an eight week Ready to Learn program which teaches behaviours for learning. This is supported throughout the school with students in other grades participating in the Second Step program which teaches behaviours required to interact in a positive way in school and society.

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## Student Performance in Tests and Examinations

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The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing Policy, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline Policy and procedures are aligned to the Pastoral Care and Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Complaints Handling Policy

Catholic Education Diocese of Bathurst has established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policies and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

### Initiatives promoting respect and responsibility

This year our school committed to the School Wide Positive Behaviours for Learning initiative. Our staff have developed specific expectations that are to be monitored throughout the school. These expectations are reinforced with a positive rewards system based on our three school rules, Respectful, Responsible and Safe. These school rules are taught each morning

with a focus area developed based on our student playground and classroom data which is analysed by staff weekly.

Students displaying respectful, responsible and safe behaviours improved so much that an extra level of merit needed to be added to our system with students now working towards the Platinum level once Gold status has been achieved.

In a survey taken at the end of the school year, our students reported that our school was a much more positive learning space and that they felt safe and able to participate in a responsible manner throughout the school day.

Staff have also noticed an increase in respectful interactions and this has been supported by our families introducing this common language in the home. We are delighted to continue this focus area in coming years as we see the fruits of a strategic approach to behaviour management throughout the school.

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## School Improvement

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Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

### Key Improvements Achieved

With the adoption of a our school wide focus on explicitly teaching positive behaviours, students have had the opportunity to learn in a calm and supportive classroom environment. This coupled with the implementation of a whole school approach to teaching literacy and numeracy along with dedicated time for intervention each day has culminated in our school achieving its highest levels of growth in the PAT assessment platform for numeracy and reading. This year we had fewer students in the bottom band and a greater proportion of students in the higher bands.

Sacred Heart is establishing itself as centre of excellence where students are challenged each day to achieve personal growth in all aspects of learning and school life.

### Priority Key Improvements for Next Year

With the establishment of a strong foundation in literacy and numeracy we will now focus on specific teacher knowledge and practice in the area of inquiry learning. Staff will be given the opportunity to learn from other teachers and then implement this within our school creating critical and creative thinkers.



in 2021 we will refocus on providing and promoting acts of service within the community. We will also focus on engaging families in their child's learning with a focus on Reading and Writing.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. Additionally CEDB undertakes extensive surveying of all stakeholder groups through School Improvement Surveys. This data is used to further inform school improvement.

### Parent satisfaction

This year we were overwhelmed with the positive feedback provided by our families. Our parents indicated high levels of satisfaction in the School Improvement Survey indicating that they were extremely pleased with the learning and community aspect of our school.

Feedback through our P and F strongly supported our remote learning schedule which ensured that students and families were well supported throughout the period of at home learning.

Parents stated

*We would like to deeply thank you so much for providing an outstanding education for our family - we honestly could not be more grateful for the care and education our children has received. THANK YOU.*

*Meeting the individual needs of all students. High level of care. Providing a space that children want to go to school. Positive and authoritative behaviours support strategies. Excellent role modelling of inclusion and acceptance of difference.*

### Student satisfaction

In a survey designed by our Stage 3 students in Mathematics, we found that our students had a strong sense of safety and belonging in our school. They were encouraged to participate in learning due to the positive environment provided and suggested that they were also witnessing growth in their own levels of respectful and responsible behaviour.

In the School Improvement Survey, students reported that they all participated in learning that was at their level and that when challenged by a task they were always well supported by the teaching staff. Students valued their opportunities for faith formation and during the period of at home learning had reported that they missed visiting the church and participating in school Masses.

Students said

*They take care of the students and they make our subject fun and interesting.They take care of all of us.*

*Engaging with the students, and helping everyone.*

### **Teacher satisfaction**

The School Improvement Survey indicated that teachers were felt positive about all aspects of the school. The teacher feedback suggested that our school has a strong emphasis on building foundational skills with the explicit and systematic teaching of all required knowledge and skills. Our teachers indicated that we could make improvements in the areas of student voice and extra curricular activities. This has seen the establishment of the Year 6 Leadership team and the promotion of creative arts and sporting ventures within the school and community for 2021.

Staff responses to questions indicated

Faith score of 4.1 out of 5

Learning score of 4.1 out of 5

Stewardship score of 4.1 out of 5

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## Financial Statement

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School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$826,793
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$250,194
Fees and Private Income <sup>4</sup>	\$27,463
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$9,056
<b>Total Income</b>	<b>\$1,113,506</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$16,305
Salaries and Related Expenses <sup>7</sup>	\$853,030
Non-Salary Expenses <sup>8</sup>	\$291,630
<b>Total Expenditure</b>	<b>\$1,160,965</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT